# **Grade 2 ELA CCGPS Frameworks - Unit 1**

## Framework Title: Grade 2 ELA Unit 1

## Grade Level: 2nd Grade

## Course: ELA

## Approximate Duration: 9 weeks

## Overview of the unit

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

This second grade unit is text/theme neutral. Therefore, lessons are standards based rather than text or theme focused. Suggested text and themes are provided in the resources but not required. The unit is designed to structure a model unit that implements the Common Core standards using a collection of rigorous lessons focused on literary texts, informational texts, and narrative writing. This unit is organized by including three sections: Literary, Informational, and Writing. Within each section are lesson suggestions to meet those particular standards. However, this does not mean that lessons are taught in a way that isolates literary text, informational text, and narrative writing from one another. Depending on the selected theme and texts, informational text can be used to provide the necessary knowledge for comprehending the paired literary text and act as mentor texts for narrative writing. Each lesson contains activities sequenced as a gradual release towards independence of the standards such as: teacher modeling, group practice, partner practice, and independent practice/assessment.

This is not a unit that can be used as a daily lesson plan. Teachers will need to supplement lessons that are appropriate for their students and support their students in learning the intent of the standard. This model does incorporate both literary and informational texts, and leads students toward generating and answering questions. These questions are used to support students in recounting stories using literary texts and locating main topics and key details in informational text. Foundational standards, speaking and listening standards, and language standards should be incorporated throughout the entire unit.

Reading Foundational Standards

You will notice that these skills are not specifically referenced in this unit. However, it is expected that a portion of the day is dedicated to addressing reading foundational skills in a direct, explicit, and systematic manner. Without having developed these skills fluently, students will not be able to read and comprehend 2nd grade text. Two resources are provided to support the teaching of Reading Foundational Standards – Comprehensive Reading Solutions and Center on Instruction. Comprehensive Reading Solutions - <http://www.comprehensivereadingsolutions.com/> - has several professional learning modules for teaching the reading standards and the Center on Instruction -<http://centeroninstruction.org/building-the-foundation---a-suggested-progression-of-sub-skills-to-achieve-the-reading-standards-foundational-skills-in-the-common-core-state-standards> - has a suggested scope and sequence of reading skills.

## Learning targets

* I can answer who, what, where, when, why, and how questions about a literary text.
* I can determine the central message of a story.
* I can use keywords to help me find information in literary text.
* I know before I start reading a story I need to have a purpose for reading.
* I know to recount a story means to retell it.
* I can answer who, what, where, when, why and how questions about an informational text.
* I can create who, what, where, when, why and how questions about an informational text.
* I can determine what information I am being asked to find in the text.
* I can monitor my comprehension of a text by asking appropriate questions as I read.
* I can identify the main topic of an informational text.
* I can identify the topic of each paragraph within the text.
* I can explain how different paragraphs support the main topic of an informational text.
* I know a narrative is a story about an event or sequence of events.

## Summative (Performance-based) Assessment

Literary

Students will read a literary text, use prewriting strategies, and will write a recounting of the story. The retelling of the story will include the key details, central message, and meet the expectations of the writing conventions.

* Students will read a student literary text of their choice among a group of stories selected by the teacher. Students will independently create a flipbook with tabs labeled who, what, when, where, why, and how (one tab for each question word) as created in the modeling portion of each literary lessons. Directions for creating a flipbook can be found at <http://www.netc.org/classrooms@work/classrooms/fernan/images/makeflipbook.pdf>. Pictures are included (Gr2, Resource A) as a guide for creating the flipbook. The selected text should have well defined characters, setting, and plot so that students can answer the questions who, what, when, where, why, and how, as well as the central message. After the flipbook is complete, students will use the flipbook as a guide toward recounting the story in a written format. Use the included rubric (Gr2, Resource A) as a guide toward what is expected as the end product.

Informational

The students will read an informational text and use prewriting strategies to write a summary of the main topics and key details of the text. Writing will also meet appropriate expectations of writing conventions.

* Students will read an informational text selected by the teacher. The selected text should include many text features. Students will independently create a foldable with tabs labeled who, what, when, where, why, and how (one tab for each question word) as created in the independent component of lesson 7. Pictures are included (Gr 2, Resource B) as a guide for creating the foldable. When students flip open each tab, they will answer that particular tab’s question on the left side. On the right side, the student will write which text feature they used to locate the information in the text to answer the question. After the foldable is complete, students will use the foldable as a guide to write a summary of the main topics and key details in the informational text used for the assessment. Use the included rubric (Gr2, Resource B) as a guide toward what is expected as the end product.

## Skill Building Instructional Lessons

Pre-assessment

To assess students’ prior knowledge of asking questions and retelling stories, read aloud a simple grade level informational text. Have students record questions for both types of text such as who, what, when, where, why, and how in sequential order (recount stories) in a format selected by the teacher. Some methods of collecting data include: post-it notes, anchor charts, graphic organizers, etc.

**Literacy Lessons**

**Lesson 1**

**Focus Standards:**

ELACC2RL1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RL3 - Describe how characters in a story respond to major events and challenges.

**Supporting Standards:**

ELACC2L1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use adjectives and adverbs, and choose between them depending on what is to be

modified.

**Learning Targets:**

* I know that "who" questions are asking me about characters.
* I know key details are pieces of information that help me understand a literary text.
* I know key words give me clues about what to look for in a literary text to answer a question.
* I can identify and describe characters based on evidence from a text and its illustrations.
* I know adjectives describe nouns.
* I can use words and phrases acquired through conversations and reading that use adjectives and adverbs to describe.
* I can respond to text using adjectives and adverbs to describe.
* I can participate in conversations with others.
* I can orally answer questions in complete sentences.

**Instruction:**

* It is expected that an extended literary text has been selected and students have heard either the whole story or at least a good part of the story prior to reading more closely to address the following lessons.
* Re-read a portion of the teacher selected extended text (literary) so that main characters in the story are introduced. Discuss the characters and look at the pictures and illustrations to determine how they may help describe a character, the setting, or the general action of a story.
* Create an over-sized flipbook with tabs labeled who, what, when, where, why, and how (one tab for each question word). Directions for creating a flipbook can be found at <http://www.netc.org/classrooms@work/classrooms/fernan/images/makeflipbook.pdf>. Model asking and answering questions by labeling the first tab “Who”. Explain that characters tell who the story is about. On the “who” tab, write the names and include an illustration of the main characters introduced in this portion of the story. The flipbook will be used in later tasks as each question word is introduced.
* Include a mini-lesson on adjectives.
* Lead a discussion about character traits and the relationships among characters. As the teacher, keep in mind the differences between a description of the character and character traits. The standard asks for students to describe how characters respond to events in the story, and, in order to do that, students must understand the relationship between certain character traits and why a character responds in certain ways. Talk about character traits and why students believe the character has this trait. What evidence is there in the story?
* Read a short picture book and select a character from the story. Make a list of character traits and character descriptions, based on evidence from the text. Have students work with partners to complete a character graphic organizer on other characters from the story. For example, students could complete a bubble map with the character’s name in the center bubble and adjectives to describe the character in the outer bubbles.
* Re-read the extended text. Have students create a character graffiti wall based on the characters introduced in the extended text. Divide students into small groups. Each group will create a poster for one character introduced in the story. The teacher can decide which character each group will include on the poster according to the number of main characters in the text. Posters can include the character’s name, an illustration of the character, words from the text (evidence from the text) to describe the character, synonyms and adjectives to describe the character, etc. Have each group share their poster. Display each poster together to create a character graffiti wall. Allow students to continue to add to their graffiti poster as you continue to read the story that shows how the character has exhibited other characteristics as challenges arise.
* Read from other texts that show examples of how authors describe characters. Discuss how the description (and maybe illustrations) helps us learn more about the character. Talk about how the character responds to events in the story and what kind of traits the character must have to respond in this manner.
* A suggested activity - Have students independently create a character collage by selecting their favorite character in a new grade level text. Students will use the character map to brainstorm information about this character. Students will create a character collage using a large piece of construction paper or small poster board. Character collages should include information from the character map such as adjectives to describe the character, evidence from the text to support the adjectives, character’s possessions, interests, quotes, or qualities. Character map and rubric included in Gr2, Resource C.
* Discuss speaking and listening expectations. Have students share their character collage and the other students ask questions to clarify their understanding of the character.

**Lesson 2**

**Focus Standards:**

ELACC2RL1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RL7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Supporting Standards:**

ELACC2L1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use adjectives and adverbs, and choose between them depending on what is to be

modified.

ELACC2SL1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under

discussion.

ELACCSL6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Learning Targets:**

* I know that "where" questions are asking me about locations.
* I know that "when" questions are asking me about a time.
* I can identify the key words in questions to figure out what the question is asking.
* I know key details are pieces of information that help me understand a literary text.
* I can identify and describe the setting based on evidence from a text and its illustrations.
* I know adjectives describe nouns.
* I can use words and phrases acquired through conversations and reading that use adjectives and adverbs to describe.
* I can respond to text using adjectives and adverbs to describe.
* I can participate in conversations with others.
* I can orally answer questions in complete sentences.

**Instruction:**

* Read the portion of the teacher selected text (literary) that describes the setting of the story. Set a purpose for reading by having students listen for descriptions of the setting. Discuss how describing words are often used so that the reader can create a mental picture of the setting.
* Examine the pictures in the story for clues about the setting. If the selected text doesn’t have illustrations, find a picture book that has illustrations. Use this as a model to share with students how illustrations can be key in understanding the story.
* Refer back to the over-sized flipbook. Model asking and answering questions by labeling the second tab “When” and the third tab “Where”. Explain to students that setting tells when and where the story takes place. On the “when” tab, write when the story takes place with an illustration. On the “where” tab, write where the story takes place with an illustration. Lead a discussion about the setting of the extended text using the words when and where. The flipbook will be used in later tasks as you introduce each question word.
* Have students participate in a group chat about the setting of the extended text. Remind students that the illustrator is the person who draws the pictures. Have groups write three sentences about why the illustrator was successful at describing the setting through pictures. Have groups share with class.
* Allow partners to buddy read a short literary text with a descriptive setting and illustrations and discuss the setting together. Based on information gained from the words in the story and illustrations, have partners complete the setting map included in Gr2, Resource D.
* Have students independently create a setting diorama based on a new literary text. Have students make a setting diorama by folding the diorama template following the directions provided in Gr2, Resource E. On one side have the students draw the “when” of the setting and on the other side draw the “where”. Students should write a description on the back of each picture using the text to support illustrations of the setting. Diorama template, directions, and rubric included in Gr2, Resource E. All written descriptions should follow the language conventions.
* Review with students the rules of speaking and listening expectations. Have students share their projects.

**Lesson 3**

**Focus Standards:**

ELACC2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Supporting Standards:**

ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use adjectives and adverbs, and choose between them depending on what is to be

modified.

ELACC2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under

discussion.

ELACC2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Learning Targets:**

* I know that "what" questions are asking me about ideas or things.
* I know that "why" questions are asking me about a cause of something.
* I know that "how" questions are asking me about events in the plot.
* I can identify the key words in questions to figure out what the question is asking.
* I know key details are pieces of information that help me understand a literary text.
* I know key words give me clues about what to look for in a literary text to answer a question.
* I can identify the plot as the sequence of events, including the problem and solution.
* I can determine how the plot develops through the sequence of events.
* I can participate in conversations with others.
* I can orally answer questions in complete sentences.

**Instruction:**

* Read the portion of the teacher selected extended text (literary) so that the plot of the story has been completed. Talk about the structure of the story - the beginning, middle, and end. Discuss each of these sections. (the beginning is setting the scene, describing the characters, creating the conflict; the middle is further describing the problem and sharing the challenges characters face; the end is the solution to the problem or conclusion of the event and shares how the character resolves the problems or reacts to the events)
* Refer back to the over-sized flipbook. Model asking and answering questions by labeling the fourth tab “What”, the fifth tab “Why”, and the sixth tab “How”. Explain to students that plot tells what, why, and how things, ideas, and events occur in the story. On the “what” tab, write what (ideas and things) happens in the story. On the “why” tab, write what caused these things to happen. On the “how” tab, write about the events in the plot. Lead a discussion about the plot of the extended text using the words what, why, and how. The flipbook will be used as a guide to retell the story in later tasks.
* Create three anchor charts. Label the first chart with the title “What?”. Label the second chart with the title “Why?” Label the last chart with the title “How?”. Divide students into small groups. Give each group three post-it notes. Using the extended text, have students answer the question “what” on one post-it, “why” on one post-it, and “how” on one post-it. Each group may have different answers depending on which event in the story that is used. Have each group come one at a time to place their post-it notes on the correlating anchor chart. Groups will present what is written on the post-it note as they place each on the chart.
* Review the overall structure of the story - how beginning introduces the story and how the ending concludes the action. Go back and look at the anchor charts created and show how this has occurred in the story.
* Have students work with partners using a new literary text with a strong plot. Have partners complete a graphic organizer chosen by the teacher that answers the questions what, why, and how. For example, a three-column chart could be used with the question words as the headings for each column.
* Assessment opportunity: Have students self select a literary text and independently write a book advertisement as an invitation for other classmates to read a great text. This creates a meaningful opportunity for close reading because students will be considering and referring to the plot. Advertisements should also include a plot teaser that offers information about the what, why, and how of the story. Allow students to share advertisements with the class or display somewhere in the room. Make sure they have shared how the ending was the conclusion of the action.

**Lesson 4**

**Focus Standards:**

ELACC2RL2 Recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**Supporting Standards:**

ELACC2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RL3 Describe how characters in a story respond to major events and challenges

ELACC2RL5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

ELACC2W3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.

ELACC2L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use adjectives and adverbs, and choose between them depending on what is to be

modified.

ELACC2L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)

ELACC2SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under

discussion.

ELACC2SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Learning Targets:**

* I know to recount a story means to retell it.
* I know before I start reading a story I need to have a purpose for reading.
* I know key details are pieces of information that help me understand a literary text.
* I can identify the plot as the sequence of events, including the problem and solution.
* I can determine how the plot develops through the sequence of events.
* I can participate in conversations with others.
* I can recount or describe key details from written texts.
* I can orally answer questions in complete sentences.
* I can determine the central message of the story.

**Instruction:**

* Lead a discussion about the sequence of events of the extended text using questioning words and temporal vocabulary. Use the oversized flipbook created in previous lessons as a guide to orally retell the story as a group. Record student responses in sequential order on chart paper, flow chart, sequencing chart, etc.
* Discuss beginning, middle, and end and the purposes of each element.
* Talk about the central message of the story. What is the main idea? What message did the reader learn or what message did the author intend for the reader to learn? Discuss the events that supported the message.
* Create a graphic organizer that shows the central message in a circle in the middle of the paper. Draw other circles around this center circle and list the supporting details, showing how these details and events supported the central message.
* Using this organizer, students will work in groups to create comic strip retellings of the extended text. Comic strip retellings include visuals and words to retell important events of a story. Guide groups to retell in three or six frames by dividing their paper as seen below.

 

When creating comic strip retelling, groups should be encouraged remember the character traits and how their actions impacted the story.

* Students work with a partner to complete a teacher selected graphic organizer to prepare a retelling of a literary short text. After working with a partner, partners can share the retelling with another partner group. Graphic organizers can include sequencing maps, beginning/middle/end charts, etc. Beginning, Middle, and End graphic organizer is included in Gr2, Resource F.
* Students will independently create a retelling of a new literary text through one of the following media projects.
  + Bulleted list retelling prepared on the computer
  + PowerPoint summary using one slide per key event in the story
  + A web or map summary using Kidspiration or similar computer software
  + An Interactive graphic organizer from ReadWriteThink such as story map, doodle splash, timeline, etc. <http://www.readwritethink.org/classroom-resources/student-interactives/>

Formative assessment suggestions: 1) Choose one of the writing narrative suggestions from the section below on writing. Have students write a story that includes a beginning, middle, and end. (2) Have students select a favorite character from one of the stories they have read or listened to. Students will create a picture of the character and one of the events in the story. Students will describe how the character approached the problem.

**Informational**

**Lesson 5**

**Focus Standards:**

ELACC2RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**Supporting Standards:**

ELACCSL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under

discussion.

ELACC2SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ELACC2SL3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

ELACCSL6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELACC2L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Learning Targets:**

* I know that "who" questions refer to people within a text.
* I know that "what" questions refer to things or ideas in a text.
* I know that "where" questions refer to a location within a text.
* I know that "when" questions refer to the time of events within a text.
* I know that "why" questions refer to the cause of events within a text.
* I know that "how" questions refer to the events in the text.
* I know key words in questions give me clues about what information is being sought.

**Instruction:**

* Share with the students several informational texts and talk about the topic of each text. Share the text features in each of the books.
* Show the cover of the teacher selected informational text. Establish the purpose for reading by previewing the text. Ask questions such as: “What is the author’s purpose for writing this book?” “What is the topic of this book?” “What is the setting of this book?”. As the teacher reads aloud the text, choose 3 different paragraphs to model how to identify the key idea of each section of the text by using a question and answer anchor chart. (Gr2, Resource G) Model the use of a graphic organizer to create a set of who, what, where, when, why, and how questions and answers while reading aloud in order to identify key details in the text. (Gr2, Resource H)
* Read aloud a short text. In small groups, have students use chart paper to create illustrations of who, what, where, when, and how based on the teacher selected informational text. Have students generate questions related to their drawings and from the teacher guided class discussion of the text. Create a graphic organizer on chart paper (ex. circle map) that students can use to answer the generated questions. Use sticky notes to record responses on the chart.
* Have partners complete the text and answer chart located at <http://www.fcrr.org/studentactivities/c_038c.pdf>. Step-by-step instructions are included.
* Have students independently read a self selected informational text and complete the “Who, What, Where, When, Why, How” map (Gr2, Resource I). Students generate and answer questions for the text.
* Talk about writing good questions that will help clarify what is being presented. Have students generate good questions to ask after student presentations. Share the questions and discuss if they are clear, ask about something important, or help clarify a term or concept. (Suggestion - look at the Reciprocal Teaching model for a research-based method of teaching students good questioning techniques.)
* Have students share their work following the expectations of the speaking and listing rules.

**Lesson 6**

**Focus Standards:**

ELACC2RI5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

**Supporting Standards:**

ELACCSL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under

discussion.

ELACC2SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Learning Targets:**

* I can use text features to locate specific facts and information in a text.
* I can explain how various text features help readers gain information from a text (e.g., bold print is used to give emphasis to text).
* I can select the best text feature to find a piece of information.
* I can explain how text features relate to the overall passage.

**Instruction:**

* Using the extended text, model the 5-step previewing strategy for locating text features while previewing the text. Teacher may want to make anchor chart while teaching this lesson. (Gr2, Resource M) Read the extended text and discuss the text features as you read.
* Teacher will divide students into small groups. Provide each group with various (5-10) informational texts, chart paper, and markers. Groups will located the text features in the texts and record their findings by listing the text features, the purpose of each text feature, and name of the book and page number to identify the location of the text feature. Groups can share their findings with the class.
* Have partners buddy read an informational text that contains text features. Have partners complete the Text Features Scavenger Hunt found in Gr2, Resource N.
* Using an informational text, the students will independently complete a foldable with 6 tabs. Students should label tabs: title, table of contents, heading and subheadings, captions and pictures, glossary and index, key words. Pictures are included in Gr2, Resource O as a guide for creating the foldable. When students flip open each tab, they will write the purpose of that particular text feature on the left side. On the right side, students will record evidence from the text to show information gained from text feature.

**Lesson 7**

**Focus Standards:**

ELACC2RI4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area

**Supporting Standards:**

ELACC2RI1- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACCSL1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under

discussion.

ELACC2L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC2L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the

meaning of words and phrases.

ELACC2RF3d - Know and apply grade-level phonics and word analysis skills in decoding

d. Decode words with common prefixes and suffixes.

**Learning Targets:**

* I can use context clues to determine or clarify the meaning of a words and phrases.
* I can use the text features in a text to help me find the meaning of a word.
* I can use a variety of word analysis skills (e.g., antonyms, prefixes, root words, suffixes, synonyms) to determine or clarify the meaning of words or phrases.

**Instruction:**

* Using an informational text, discuss text features and how they are helpful for understanding the content.
* Select 2-3 sentences with a list of 8-10 unfamiliar and important vocabulary. Create an anchor chart to model thinking out loud. (Ex. I noticed\_\_\_. What do I think it means? I think it means \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.) Teacher models aloud how to answer these types of questions. (Ex. Can I use context clues? How did I do that? How do I look for meaningful parts? How can I use a glossary? What about the illustrations? Do they help? What text features in the book can help me?)
* Teacher provides a copy of a section of the informational text. Students work in small groups to read and highlight the teacher-generated list of unfamiliar words. Students choose one of the highlighted words to complete the “How I Learn a New Word Chart” (Gr2, Resource J). Groups share their words chart with the class.
* Provide partners with an informational text on the same topic. Have partners read and find unfamiliar words located in the text. Students choose 5 words and complete the “My New Words” graphic organizer (Gr2, Resource K).
* Have students choose three key words (vocabulary) from a teacher-generated list of academic vocabulary and complete a concept map graphic organizer for each of their words. Include how they determined the meaning of the words - using context clues, text features, glossary, etc.
* Conduct a mini-lesson on prefixes and suffixes. (Prerequisite: Skills lesson on prefixes, suffixes, and root words.) Students can use the previous copy of the section of the informational text or another grade-level informational text to complete the following activity. Students will independently read an informational text and select words containing a prefix or suffix. Students use words they have selected from the text and sort them into categories based on parts the words have in common: prefixes, suffixes, and root words. Students discuss the meanings of the word parts and look for patterns. (Gr2, Resource L)

**Lesson 8**

**Focus Standards:**

ELACC2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text

**Supporting Standards:**

ELACC2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

ELACCSL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under

discussion.

**Learning Targets:**

* I know that a key detail is a piece of information in an informational text that aids comprehension.
* I know key words in questions give me clues about what information is being sought.
* I can identify key words in a text that help me determine the main topic of the text.
* I know context clues are words or sentences around unfamiliar words used to explain their meaning.

**Instruction:**

* Explain to students how informational texts contain a main topic. Using the extended text, model for students how to identify main topic sentences in a multi-paragraph text. At the same time, model how to select key vocabulary from the text that supply meaning to the text.
* Provide students with copies of 2-3 sections of the extended text and two different colored highlighters. The various sections should contain multi-paragraphs and a main topic. Have students work in groups using one highlighter to identify the main topic sentences in a multi-paragraph text. Using the other highlighter, have students identify key words that assist them with understanding the passage.
* Have students read an informational text. Partners will answer prompts from a teacher created anchor chart guide. Examples of prompts include: *Choose one word that represents a main topic. Choose a sentence that represents what you think is the most important key detail in this section. What did the author want you to learn in this section? Can you predict what you think will happen next? How do the pictures support the information?*  (Opportunity for informal assessment of students.)
* Working independently students select and read section (sub-headings) from a grade level informational short text and complete the “I Know” graphic organizer found in Gr2, Resource P.

**Narrative Writing**

Narrative writing lessons should be connected to the extended texts and short texts related to the unit theme. These texts can be used as mentor text in mini-lessons as an example of quality writing. Mentor texts should be selected based on the particular skill of the lesson. The GaDOE ELA website contains a video on teaching the narrative writing process using mentor text. <http://prezi.com/wyq5xozbuody/more-common-core-tools-grade-2/>. These lessons will model the writing process for writing narratives. Skill lessons, based on language standards, should be taught when necessary throughout the narrative writing unit.

**Focus Standards**

ELACC2W3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Supporting Standards**

ELACC2W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

ELACCSL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under

discussion.

ELACC2SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ,

ELACC2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELACC2SL6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELACC2L1a, f, g Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 a. Use collective nouns (e.g., group).  
 f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy  
watched the movie; The little boy watched the movie; The action movie was watched by the  
little boy).

g. Creates documents with legible handwriting

ELACC2L2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
 a. Capitalize holidays, product names, and geographic names.  
 b. Use commas in greetings and closings of letters.  
 c. Use an apostrophe to form contractions and frequently occurring possessives.  
 d. Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).  
 e. Consult reference materials, including beginning dictionaries, as needed to check and  
correct spelling.

**Learning Targets**

* I can write a narrative that includes details, transitions from one event to another, and provides a sense of closure.
* I can distinguish between events and details.
* I can determine which temporal words enhance the flow of a story.
* I can determine which details to elaborate on to best describe actions, thoughts, and feelings in a narrative piece.

**Instruction**

\*Sample Text-Based Narrative Prompts

* CCGPS writing instruction should be text-based. Narrative writing is the focus for this unit so students should be encouraged to write narratives that build on textual knowledge, as opposed to only writing about personal experiences. The following prompts are text neutral allowing selected themes and texts to be applied to the prompt. Examples of how to apply a theme or text, based on optional resources included in this unit, are also included. These prompts can be used for teacher modeling, writing practice activities, and assessment of narrative writing throughout the lessons below.
* **Prompt 1**

\*Text Neutral Prompt:

After reading \_\_\_\_\_\_\_ (literary or informational texts) on \_\_\_\_\_\_(content/theme), write a \_\_\_\_\_\_\_\_ (narrative or story) that describes \_\_\_\_\_\_\_\_\_\_ (content/theme).

\*Text-Based/Theme Example:

-After reading *From Caterpillar to Butterfly* by Suzanne Slade on the lifecycle of a butterfly, write a narrative that describes a butterfly as the main character and its life cycle.

-After reading *The Four Seasons* by Annie Jones, write a narrative that describes the seasons through the setting of the story.

* **Prompt 2**

\*Text Neutral Prompt:

After reading \_\_\_\_\_\_\_ (literary or informational texts), write a \_\_\_\_\_\_\_\_ (narrative or story) from the perspective of \_\_\_\_\_\_\_\_\_\_ (content).

\*Text-Based/Theme Example:

After reading *Sarah, Plain and Tall* by Patricia MacLachlan, write a narrative from the perspective of Sarah.

* **Prompt 3**

\*Text Neutral Prompt:

After reading \_\_\_\_\_\_\_ (literary or informational texts), write a \_\_\_\_\_\_\_\_ (narrative or story) about \_\_\_\_\_\_\_\_\_\_ (content).

\*Text-Based/Theme Example:

After reading *Midnight on the Moon* by Mary Pope Osborne, write a fictional narrative about a mission to the moon using information gained from informational texts about the moon.

**Lesson 1: Generating Ideas/Writing Topic Sentences, Events, and Closing Sentence**

* Using a narrative map (Gr2, Resource Q), introduce the narrative writing process by discussing topics and generating ideas for writing. (ex: vacations, camping trips, trip to zoo, where they went during the summer, field trip, etc...) Create an anchor chart with a list of ideas for writing. Students can refer to the list when independently writing. Explain how to narrow the topic focus by selecting one topic for writing. Demonstrate how to write a main idea sentences about a topic. Model how to list events from the selected topic. Demonstrate how to write a closing sentence. Read aloud a short text (mentor text) to model how an author writes events about a topic.
* Place students in small groups to discuss and generate a list of topics. Give students chart paper, sticky notes, and markers. Have students create a copy of (Gr2, Resource Q) on their chart paper. Groups must choose one topic to focus. Students must write a main idea sentence for their topic. Generate events on their focus topic and place on chart paper. Students complete this process by writing a closing sentence. Have groups share with class.
* Create an anchor chart using Gr2, Resource R to explain how to elaborate on an event. Review writing a main idea sentence and practice writing event sentences and reaction sentences. Teacher may want to create a separate anchor chart showing students how to write about actions, thoughts, and feeling (reactions to an event) using nouns, adjectives, and verbs.
* Have students work with partners and choose one event from the previous small group chart activity and complete Gr2, Resource R (partners will share a copy). Students must draw a picture, write a main idea/topic sentence, write sentences about the event and their reaction to the event.
* Have students independently complete Gr2, Resource Q and Gr2, Resource R on their own topic to complete the prewriting stage of the writing process.

Lesson 2: **Sequencing Events/Using Temporal Words**

* Teacher will create an anchor chart listing and explaining the importance of using temporal words to sequence events in a personal narrative (beginning, middle, end). Model how to use temporal words by reading aloud a short text (mentor text) that uses temporal words to sequence events.
* Provide groups with a list of events. Have students place the events in order. Once the events are in order, have groups insert temporal words into the list of events. Students may refer to the list of temporal order on the anchor chart.
* Have partners practice writing about events and putting them in sequential order using temporal words.
* Provide students with a paragraph with a clearly defined order of events. Have student independently select and insert temporal words in the appropriate places in the paragraph.

**Lesson 3: Narrative Writing Organization**

* Use the hamburger strategy (Gr2, Resource S) to show the organization of narrative writing piece. Explain that graphic organizers are a prewriting strategy to help us organize our writing. This will include the following parts: main idea/topic sentence, events (including temporal words), and closing sentence. As a shared writing activity, model completing the hamburger paragraph graphic organizer. Save this example for later use when modeling a rough draft.
* Have students work in small groups to complete the hamburger paragraph graphic organizer using a shared topic (Gr2, Resource S). This could be an experience all group members share such as a field trip, school event. etc.
* Students are now ready to begin their own personal narrative writing. Provide each student with a copy of the hamburger paragraph graphic organizer (Gr2, Resource S). Students should independently complete the graphic organizer selecting their own topic based on an event from their own personal experience. Graphic organizers should be saved for writing a rough draft.

**Lesson 4: Writing a Rough Draft**

* Using the teacher model hamburger paragraph graphic organizer from the previous lesson, model writing a rough draft paragraph.
* Students will independently create a rough draft using their saved hamburger paragraph graphic organizers. This should include main idea/topic sentence, events and reactions to these events, temporal words as a means of sequencing their narrative, and a closing sentence about the event. This aspect of the personal narrative writing may take place over several days, and can be used as a summative assessment.

## Resources (Suggested/Optional Texts Based on Themes)

Theme: Sun, Moon, Stars

* Extended Texts: *Midnight on the Moon* by Mary Pope Osborne (literary)

*Space* by Mary Pope Osborne (informational)

* Short Texts: *Meteor* by Patricia Polacco (literary)

*The Sun: Our Very Own Star* by Jeanne Bendick (Informational)

*Sun Up, Sun Down* by Gail Gibbons (informational)

Theme: Seasons

* Extended Texts: *Sarah, Plain and Tall* by Patricia MacLachlan (literary)

*The Four Seasons* by Annie Jones (informational)

* Short Texts: *Moonstick: The Seasons of the Sioux* by Eve Bunting (poetry)

*Seasons* by Peter D. Riley (informational)

Theme: Life Cycles

* Extended Texts:  *Charlotte’s Web* by E. B. White (literary)

*From Seed to Plant* by Gail Gibbons(informational)

* Short Texts: *A Busy Year* by Leo Lionni (literary)

*A Tiny Seed* by Eric Carle (literary)

*Velma Gratch and the Way Cool Butterfly* by Alan Madison (literary)

*From Caterpillar to Butterfly* by Suzanne Slade (informational)

*From Tadpole to Frog* by Suzanne Slade (informational)